

J PAUL TRULUCK MIDDLE

319 Carlisle Street
Lake City, South Carolina 29560

GRADES 6-8 Middle School

ENROLLMENT 400 Students

PRINCIPAL Laura Hickson 843-374-8685

SUPERINTENDENT Mrs. Beth M. Wright 843-374-8652

BOARD CHAIR Richard Cook 843-394-8043

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	4	24	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Below Average	No
2004	Below Average	Unsatisfactory	No

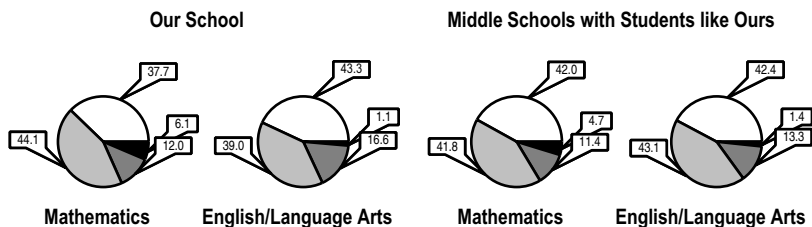
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	400	99.8	42.7	38.7	16.4	2.1	23.9	Yes	Yes
Gender									
Male	218	99.5	48.1	38.3	11.7	1.9	17.5		
Female	182	100.0	36.3	39.2	22.2	2.3	31.6		
Racial/Ethnic Group									
White	124	100.0	30.0	41.7	26.7	1.7	35.8	Yes	Yes
African-American	272	99.6	48.6	37.5	11.5	2.4	18.2	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	325	99.7	35.6	43.5	19.9	1.0	27.5		
Disabled	75	100.0	73.2	18.3	1.4	7.0	8.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	400	99.8	42.7	38.7	16.4	2.1	23.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	400	99.8	42.7	38.7	16.4	2.1	23.9		
Socio-Economic Status									
Subsidized meals	320	99.7	47.3	38.7	11.3	2.7	17.3	No	Yes
Full-pay meals	80	100.0	24.7	39.0	36.4	0.0	49.4		

Mathematics - State Performance Objective = 15.5%									
All Students	400	99.8	37.1	43.8	11.9	7.2	29.4	Yes	Yes
Gender									
Male	218	99.5	42.7	40.8	8.7	7.8	27.7		
Female	182	100.0	30.4	47.4	15.8	6.4	31.6		
Racial/Ethnic Group									
White	124	100.0	23.3	47.5	17.5	11.7	40.0	Yes	Yes
African American	272	99.6	43.1	42.7	9.5	4.7	24.5	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	325	99.7	30.7	47.7	14.4	7.2	34.0		
Disabled	75	100.0	64.8	26.8	1.4	7.0	9.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	400	99.8	37.1	43.8	11.9	7.2	29.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	400	99.8	37.1	43.8	11.9	7.2	29.4		
Socio-Economic Status									
Subsidized meals	320	99.7	41.3	43.7	10.0	5.0	24.7	Yes	Yes
Full-pay meals	80	100.0	20.8	44.2	19.5	15.6	48.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	99.2	43.0	37.2	14.9	5.0	19.8
	Grade 7	123	99.2	37.5	40.2	20.5	1.8	22.3
	Grade 8	126	99.2	42.0	49.6	8.4	N/A	8.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	145	100.0	42.4	38.9	17.4	1.4	18.8
	Grade 7	134	100.0	43.5	42.7	12.2	1.5	13.7
	Grade 8	121	99.2	41.9	38.5	19.7	N/A	19.7

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	99.2	32.5	41.7	16.7	9.2	25.8
	Grade 7	123	100.0	40.7	27.4	15.9	15.9	31.9
	Grade 8	126	100.0	32.8	57.1	7.6	2.5	10.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	145	100.0	34.0	44.4	11.1	10.4	21.5
	Grade 7	134	100.0	37.4	45.8	12.2	4.6	16.8
	Grade 8	121	99.2	40.2	46.2	12.0	1.7	13.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 400)				
Students enrolled in high school credit courses (grades 7 & 8)	9.8%	Down from 16.9%	9.0%	14.6%
Retention rate	3.0%	N/A	4.6%	3.0%
Attendance rate	95.2%	Up from 95.0%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		7.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		7.8%	5.3%
Eligible for gifted and talented	20.0%	Up from 17.8%	10.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.9%	Down from 17.5%	14.9%	13.9%
Older than usual for grade	4.8%	Up from 4.4%	5.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	1.0%	0.9%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	42.9%	Up from 37.9%	48.6%	48.7%
Continuing contract teachers	89.3%	Up from 72.4%	79.3%	81.7%
Highly qualified teachers**	80.0%	N/A	88.0%	90.4%
Teachers with emergency or provisional certificates	7.4%		8.5%	5.3%
Teachers returning from previous year	65.0%	Up from 64.4%	82.1%	85.1%
Teacher attendance rate	94.7%	Up from 90.9%	94.2%	94.8%
Average teacher salary	\$38,870	Up 5.3%	\$40,100	\$40,566
Prof. development days/teacher	7.8 days	Up from 5.0 days	11.4 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.3
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.6 to 1	19.7 to 1	21.3 to 1
Prime instructional time	89.1%	Up from 84.3%	88.8%	89.3%
Dollars spent per pupil*	\$6,662	Up 20.2%	\$6,562	\$5,821
Percent of expenditures for teacher salaries*	55.5%	Up from 54.0%	60.3%	61.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 91.9%	95.7%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	90.2%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was another successful year at J. Paul Truluck Middle School. Our absolute rating on PACT moved from below average to average. The primary focus of J. Paul Truluck Middle School was improving student academic achievement during the school year. We continued to offer before-and after-school academic assistance for students needing additional academic assistance, plato lab, and weekly small group English language arts and math tutoring sessions.

Our teachers and support staff were also successful. We continued to make progress towards our performance goals included in our school-wide strategic plans. Our teachers participated in professional development focusing strategies to help improve teaching and learning. Teachers collaborated as grade level teams to plan standards-driven instruction for students.

The dedication, support, and hard work of our parents, community leaders, business leaders, and volunteers enhanced the mission of the school. Because of the collaborative efforts of our school and our community, J. Paul Truluck Middle School was selected as a School of Promise Flagship School in May 2004.

During the 2004-2005 school year, we will continue to work with our parents and School Improvement Council to develop a plan to provide students with the best education possible. We look forward to another great year as we continue "Lighting the Way to Excellence."

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	112	70
Percent satisfied with learning environment	96.6%	71.6%	77.6%
Percent satisfied with social and physical environment	96.4%	73.9%	77.6%
Percent satisfied with home-school relations	75.9%	81.8%	72.3%

*Only students at the highest middle school grade level at this school and their parents were included.